

Teacher(s): Johnson

Subject: World History

Week of: Oct 2 – 6, 2017

Week: 9

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC. a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire	SUBSTITUTE: MS GRIFFIN Do Now: Guided Instruction (<i>We do</i>)- What do you know about Greece? Opening: Focused Instruction (<i>I do</i>)- explain work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- complete Guided Notetaking 5-2 and 5-3 using the textbook...turn in at end of period Closing: Guided Instruction (<i>We do</i>)- what is the most interesting thing you learned today? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A Guided Notetaking
	Purpose: To provide the students with an introduction to the Greek civilization			Summative:
Tues	Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC. a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire	Do Now: Guided Instruction (<i>We do</i>)- What do you know about Rome? Opening: Focused Instruction (<i>I do</i>)- Explain work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- complete Guided Notetaking 6-1 and 6-2 using the textbook...turn in at end of period Closing: Guided Instruction (<i>We do</i>)- What is the most interesting thing you learned today? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A Guided Notetaking
	Purpose: To provide the students with an introduction to the Roman civilization			Summative:
Weds	Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC. b. Identify the ideas and impact of important individuals, include: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus Caesar	SUBSTITUTE: MS GRIFFIN Do Now: Guided Instruction (<i>We do</i>)- What do you know about Greece and Rome? Opening: Focused Instruction (<i>I do</i>)- explain work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- using the textbook complete the graphic organizer on important individuals of Greece and Rome Closing: Guided Instruction (<i>We do</i>)- who do you think most important? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A Graphic organizer
	Purpose: To provide the students an opportunity to become familiar with the important individuals listed above from Greek and Roman civilization			Summative:

Thurs	Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC. a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire	Do Now: Guided Instruction (<i>We do</i>)- Which civilization seems to be more important between Greek and Roman? Opening: Focused Instruction (<i>I do</i>)- explain work session; assist as needed Work Session: Collaborative Learning (<i>You do together</i>)- in groups of three, using the Atlas, complete activity activities 16ab, 17ab and 18ab Closing: Guided Instruction (<i>We do</i>)- Who won the battle of Thermopylae? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Atlas activities 	Formative: Teacher Observation Q&A Atlas activities
	Purpose: To provide the students reinforcement through the use of map activities on the Greek civilization			Summative:
Fri	Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC. a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire	Do Now: Guided Instruction (<i>We do</i>)- What large empire did Alexander the Great conquer? Opening: Focused Instruction (<i>I do</i>)- explain work session; assist as needed Work Session: Collaborative Learning (<i>You do together</i>)- in pairs, using the Atlas, complete activities 19ab and 20ab Closing: Guided Instruction (<i>We do</i>)- How long did it take Alexander to conquer Persia? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Atlas activities 	Formative: Teacher Observation Q&A Atlas activities
	Purpose: To provide the students reinforcement through the use of map activities on the Roman civilization			Summative: